

Korah C&VS
Assessment and Evaluation Policy (updated 2020)

The policy is available in the Staff manual and in the Student Handbook which are updated yearly. The policies are reviewed annually by a committee made up of parents, students, staff and administration. Evaluation and Assessment policies in Ontario Schools are outlined in the Ministry of Education document “Growing Success, 2010”. In accordance with requirements of school boards outlined in this document, the Algoma District School Board has created additional assessment policies.

KORAH C&VS EVALUATION POLICY

The evaluation policy within a department must be consistent with Ministry and Board guidelines. Subject Area Heads must ensure that this is the case.

The evaluation schedule to be followed to determine final class standing must be explained clearly to students at the beginning of each course **and be consistent amongst teachers teaching the same course over both semesters.**

A variety of evaluation strategies should be used in assessing and evaluating a student’s progress and achievement. Evaluation should be both formative and summative. Formative evaluation of student achievement takes place while students are studying and learning new material. It should be used to inform students of their progress and to identify, for the teacher, those objectives that require review as well as those that require further and perhaps different instructional attention.

Summative evaluation of student achievement takes place after the completion of a topic or unit. It should be used to inform students and others of the extent to which the instructional objectives have been achieved.

NOTE: The professional judgement of the teacher, acting within the policies and guidelines established by the ministry and board, is critical in determining the strategy that will most benefit student learning. Recognize that policies and procedures should be designed to motivate and facilitate completion of work and demonstration of learning and, where appropriate and possible, allow for additional and/or alternative opportunities to do so.

ORIGINAL marks records are to be submitted to the main office at semester end for filing. Records must be detailed and clear enough to permit interpretation by administration should the need arise. Teachers should keep a copy of their original marks records.

Do not discuss final marks or highest standing with students until semester-end promotion meetings are completed.

Students should receive assessment and feedback regularly and frequently. ****AT A MINIMUM, EVERY 3 WEEKS, AN UP-TO-DATE REPORT OF THE STUDENT’S CURRENT GRADE & ACCOMPANYING ASSESSMENTS SHOULD BE PROVIDED TO EACH STUDENT. PARENTS/GUARDIANS SHOULD ALSO BE CONTACTED IF THE STUDENT’S PROGRESS HAS DETERIORATED OR IMPROVED SINCE THE PREVIOUS GRADE UPDATE . IN ADDITION, TEACHERS SHOULD REPORT TO THE APPROPRIATE COACH/ATHLETIC PERSONNEL AND/OR CLUB MENTOR, ANY STUDENTS WHO ARE NOT WORKING TO THEIR POTENTIAL.** Feedback must emphasize strategies for improvement. The student and/or parents/guardians have the right to review his/her progress with the teacher at any time convenient to all parties. **Make effective use of ELECTRONIC Early Contact Reports (STUDENTS PERFORMING BELOW LEVEL 3 – 70%, MUST RECEIVE AN ECR), Progress Reports and Postcards!**

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

All IB courses utilize IB assessment criteria and marking schemes, grade boundaries, and grade descriptors to determine a level from 1-7. Those levels from 1-7 are then converted into an Ontario percentage grade using the agreed upon conversion format (the Table of Equivalency) decided upon through IB Schools of Ontario, a membership group comprising all schools teaching IB in the province. The conversion is used to assign an OSSD (Ontario Secondary School Diploma) mark and equates as the following:

7: 97-100 6: 93-96 5: 84-92 4: 72-83 3: 61-71 2: 50-60 1: < 50

A passing grade in the Ontario Secondary School Diploma is considered to be 50%.

EVALUATION AND REPORTS

Successful completion of a course is indicated by a mark of 50% or higher. This involves the passing of tests and examinations, the completion and handing in of projects and assignments, and satisfactory day-to-day work.

The “Periods Absent” reported for each course includes absences for field trips, inter-school sports and other school-sponsored activities as well as for illness.

EXAMINATIONS/SUMMATIVE EVALUATIONS

Examinations are scheduled for students at the end of each school term/semester depending whether the student is enrolled in semestered or yearlong courses. The writing of exams is a major factor in the assessment of a student, comprising up to, but not more than, 30% of their final OSSD mark. Students and parents are requested not to schedule any activity that would be in conflict with the examinations. Where a student is unable to write an examination due to illness, a doctor’s certificate is required and school administration must be contacted. This may result in the scheduling of an alternate examination opportunity at a later date. All library books, fees and school supplies must be returned before examination week begins.

LEARNING SKILLS

In addition to a percentage grade, all OSSD reports include a section on learning skills and work habits as outlined in Ontario’s *Growing Success* Document (2010). Students are assessed on six work habits: responsibility, organization, independent work, collaboration, initiative, and self-regulation. Each learning skill and work habit is evaluated on the report card using the following scale: E=excellent; G=good; S=satisfactory; N=needs improvement. Our staff, students and parents recognize that strong learning skills and positive work habits are often a consistent predictor of success in academics, work and personal life.

GUIDELINES FOR STUDENT SUCCESS

In addition to important decisions regarding course selections and levels of difficulty, most students entering secondary school are apprehensive about what is expected of them and how they will fit in.

Our underlying philosophy is that “school is a place of learning that incorporates consideration of others”. Students seem to be well aware of their responsibility and accountability to employers and we ask that they handle school in a similar fashion. Listed are some of the more common deficiencies displayed by students particularly in grades 9 and 10, which require policing, and which tend to erode the academic tone of the classroom. They include: coming to class unequipped, talking (almost subconsciously), abusing washroom privileges, assignments not handed in on time or not done at all, homework not completed, students absent for tests and inappropriate clothing worn in class. Although the number of students in any category may be small, the cumulative effect over a period of time can be harmful.

To give everyone, staff included, a simple basis from which to operate we have adopted the following four rules being **FAIR, BUT FIRM, AND FLEXIBLE WITHIN A FRAMEWORK (4 F'S)**.

1. **BE HERE:**

Students cannot participate or be assessed if not in class, and learning experiences lost, cannot be fully regained.

In addition to Ministry requirements we interview students with unusual absence or patterns of absenteeism after ten periods missed in a semester.

2. **BE HERE ON TIME:**

Students must recognize that many people are inconvenienced by tardiness. Office staff must issue late slips, the class and teacher are interrupted, locker noise is disturbing and if the problem becomes chronic, school administration and parents need to become involved.

3. **BE PREPARED:**

This is critical for success and includes:

- a) Having all materials necessary for class.
- b) Having homework or assignments completed.
- c) Being rested and having eaten nutritious foods.
- d) Studying for tests.

4. **HAVE CONSIDERATION FOR OTHERS:**

With a large student population and staff, consideration for others is essential for a smooth, harmonious operation. This applies both inside and outside the classroom. Students should keep in mind that staff are responsible for as many as 90 students a day while students meet 4 teachers per day. Students should mentally practice projecting themselves into the other person's position (teacher or student) and ask themselves how they would react if the roles were reversed. This is particularly valid in group settings such as assemblies. We expect students not to talk when someone else has the floor and to give others the same respect they themselves would want.

We all have differences which make us unique. We should all **respect** these differences and **care** for each other as part of the Korah family!

Sources:

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010

IBO Guidelines for developing a school assessment policy in the Diploma Programme

IBO Diploma Programme: From principles into practice

IBSO Table of Equivalency